The Church School Teacher

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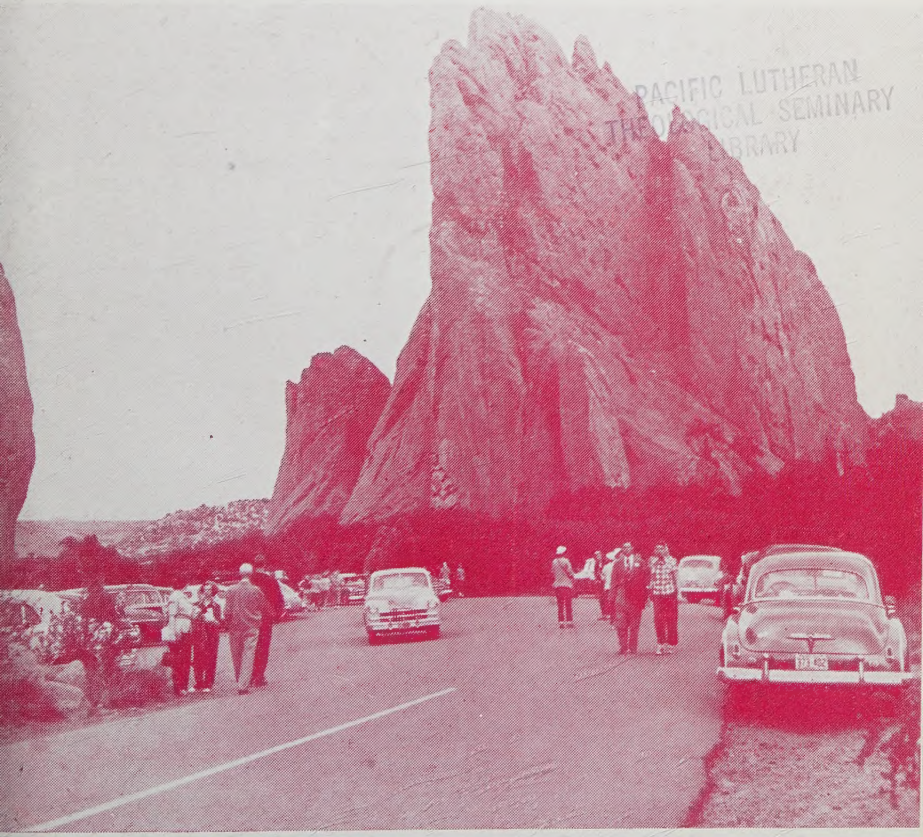

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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOLUME XX No. 8

OCTOBER 1951

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The Church School Teacher

Vol. XX OCTOBER 1951 No. 8

In This Issue

By THE EDITOR

THIS month's cover shows some Augustana Luther Leaguers sight-seeing at Colorado Springs. Most of their time was spent, however, at the convention sessions. Another group of American Lutheran Church youth met in convention at Lansing, Michigan.

Be Faithful to Youth

But this is not a convention echo number. Other church papers already have covered them. This issue is a reminder to the church school to be faithful to the youth, lest it withhold from them its teaching ministry.

We could not get everything we wanted into our allotted thirty-two pages. An article by Dr. Wilton E. Bergstrand, Augustana Youth Director, had to be held over, and also one by Pastor Herman E. Soderberg.

Reformation Day Service

But we have, we think, an interesting issue. Miss Peterson's and Mr. Towley's articles, promised you, are in it. The youth articles. A suggested program for a Reformation Sunday Service. Incidentally, teachers who want the fall quarter helps for *Christian Growth Series, Primary and Intermediate,* may have them at no charge by writing our office.

Pats on the Back

And, there are some pats on the back for you teachers. I want to give you one, too, taken from an article in *The Augustana Lutheran.*

"Congregation members who take the work of the church-school teachers lightly should know that these teachers spend long hours preparing themselves for teaching, and give themselves without limit to the educational work of the church. They deserve the grateful recognition and support of every church member. They are the salt of the church and of the community."

To a Sunday School Teacher

The Centennial of the Sunday School in Sweden is being observed by all church groups in that land this year. The following is translated from a recent issue of "Trosvittnet," a Christian periodical published in Sweden.

DEAR FRIEND: How does it happen that you always continue going to your Sunday school? It would surely be much easier to stay at home and let others take up your mantle. Since I learned to know you I realize that you do not stay at your task because you feel so well qualified for it. How often have you not told me exactly the opposite, that you feel depressed because of your inadequacy.

Nor did you approach this duty because it was especially pleasant. Oh, I remember that you have told of many pleasant hours in the Sunday school, but this did not constitute the motive for your work. Sometimes the burden became heavy. Your daily occupation required time and energy, and sometimes you were quite alone in bringing the divine message to the younger generation. Probably there were some who felt the call to come to your assistance, but not every one would listen to the call. Some listened but did not think seriously about the need of faithfulness. And so it might happen that you stood alone once again. But still you stayed on the job. At times it seems like a mystery. But perhaps I know your secret nevertheless.

The other day I met a group of men and women. They were singing. And between their songs they spoke about a holy calling. Their appearance seemed to tell me that they had seen a heavenly vision which had filled them with enthusiasm and with awe. I stopped them for a moment to ask what calling they had chosen, but the answer I received was only this: It was not we who chose.

Now I know where they were going and why. I found the answer in a book they all carried, a wonderful book. This is what it said: "The love of Christ constraineth us." Then I realized that this was also your secret, and I bowed my knees and gave thanks to God.

May He bless you in the constraining power of His love!

EMEROY JOHNSON.

The Teacher's Important Place in the Parish Education Program

By NORMAN A. MENTER
President, Michigan District, American Lutheran Church

A CHURCH-SCHOOL teacher is a V. I. P. That means he is a very important person. Let me prove it to you.

"That's what my teacher said." More than once we parents have heard this remark coming from the lips of our boys and girls when discussing something with them which was familiar to their experience. At the tender age of these children there was a time when the word of the teacher really counted for more than ours. And we did not resent such a statement because we knew the teacher occupied a very important place in the life of the child, and the facts and truths the teacher was impressing on those immature minds was bound to have a great influence on the child's development.

Important to Parent

The teacher is also a very important person to the parent. Many a parent has really been amazed at the things a child has been taught by its teachers, at the Biblical facts the child has acquired, and the many beautiful Sunday school hymns he has come to know from memory. And the words of appreciation that have come from grateful mothers have fired more than one church-school teacher with a new love and enthusiasm for his task.

The Foundation First

I do not know of a pastor anywhere who does not regard the church-school teacher as a very important person. It is through the church-school teacher that a child receives the basic training so necessary for the pastor to build on in the classes in which he is preparing the child for confirmation and for adult membership in the congregation. And a good superstructure cannot be built unless there be a solid foundation first.

The church-school teacher is also a very important person in the community in which he teaches. In many communities there are children who are allowed to grow up like weeds on a vacant lot. These boys and girls are receiving

no religious or moral training of any kind. That is one reason for much of the hoodlumism and vandalism in our cities today, and why so many boys and girls run afoul of the law. The church-school teacher inculcates the principles of Jesus Christ: truth, love, mercy, justice, righteousness, honesty and decency. He tries to develop Christian character and upright Christian citizenship. He is a power for g o o d in any community.

And the church-school teacher is a very important person to the Lord Jesus. It was He, the Great Teacher, who said: "Go, make disciples, teaching them to observe whatsoever t h i n g s I have commanded you. Feed my lambs!" Anyone who is conscientiously trying to obey these commands of our Lord cannot help but be a very important person in His sight.

How Measure Up

Now w h a t can the church-school teacher do to measure up to this importance? F i r s t, he can conscientiously prepare his lessons and do his best under God to teach them to the child. A church-school teacher has the child under his instruction for only a brief period once a week. He must make this period count. He must not use unnecessary time to take the class attendance and the offering, or to talk about matters that have no connection with the sacred truths he is trying to impart. Every soul is precious in the sight of God. The preparation for eternity at best is short. The teacher must make the best possible use of his precious time to teach God's precious Word to precious souls.

An Example

Then, t o o, the church-school teacher must be a consistent example in Christian living for his pupils. He must be a regular attendant at the worship services of his church. The teacher who urges his pupils to come to church with him, who sits with the child if the child's parents are not there, is doing an inestimable amount of good for that child. Of course, if the teacher sings in the choir or has some other duty to perform in the church service he will not be able to have the pleasure of having the members of his Sunday-school class grouped around him in the worship service. But he will be setting the proper example just the same. I fear too m a n y parents coddle their children nowadays as far as attendance at the worship services of the church is concerned. I have always contended that a child that

is old enough to attend kindergarten or weekday school is old enough to attend both Sunday school and church. The best church members of tomorrow, the future officers of our churches and church organizations, are the ones who are trained to attend regularly from the time they are quite small. A church-school teacher will do everything in his power both by precept and example to encourage regularity in church attendance, one of the best habits a child can acquire.

Daily Conduct

But it is not only in the matter of churchgoing that the church-school teacher must set the example for his pupils, but also in his everyday conduct. The Christion religion must be caught rather than taught. In all things the conduct of the church-school teacher must be beyond reproach. If the teacher indulges in practices that can be questioned, or has habits that give offense, it will not be long before his pupils get the idea: "If my Sunday-school teacher can do these things then it's all right for me to do them too." Any Christian who is older than those with whom he associates has the definite responsibility of setting a good example of those younger.

A church-school teacher will measure up to his responsibility by being mission-minded. He will train his boys and girls to bring other boys and girls to Sunday school and church with them. And a little word of commendation to those who suceed in doing this will not be out of place. When a pupil is absent from his class, the church-school teacher will make it his business to find out why. And he will not be too busy to make a personal call or to use the telephone to find out the reason for the absence. His task dare never become perfunctory or routine. He will always manifest a genuine personal interest in his pupils.

Need of Prayer

Finally the church-school teacher will pray for the wherewithal to measure up to his responsibility. Constantly he will realize the need of having the Holy Spirit as his teacher and the Word of God as his textbook. No conscientious teacher can appear before his class without "standin' in the need of prayer."

But the teacher will also carry his pupils to the Throne of Grace in prayer. He will pray that the Spirit of God may open the hearts and minds of those whom he

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Factors in Lesson Planning

By EDNA L. E. PETERSON
Des Moines, Iowa

This is the first article in a series of three by Miss Peterson, principal of Des Moines' Saylor and Cattell Schools. EDITOR.

CHURCH SCHOOL teaching might be defined as stimulating, guiding and enriching the learner so that he is taught to "observe all things that Christ has commanded." Thus each session must be planned carefully with that goal in mind. To be stimulating there must be spiritual warmth. To be enriching there must be more than dull recital of facts. To be a guide to the learner the material must be related to actual life.

Advance Picture

Someone has said a planned lesson is the teacher's advance picture of how a given session is to proceed. This is well said. The plan must be definite but flexible. The plan should include what the teacher proposes to do and the activities of the children that will realize the aims of the lessons. A well-planned lesson means that the material is adapted to the abilities and experiences of the children. It is of interest to them and is related to their everyday living.

Three Facts

With this in mind we may say that three important facts involved in lesson planning are:

1. An understanding of the pupil and his needs on the part of the teacher.
2. Familiarity with material.
3. Knowledge of the goals.

In the class session the teacher must bring together the pupil and the material in such a way as to achieve the goal. This will result in desirable changes, which is what constitutes education. Education to be Christian must be in the direction of Christian ideas, ideals and attitudes which are apparent in everyday living, the ultimate goal of our teaching.

Understand the Pupil

Let us first consider the importance of understanding the pupil and his needs. We need to know the characteristics common to the age group that we are teaching. There are certain physical, mental, social and spiritual characteristics that are common to all within a

certain age bracket. For instance in the mental area the four-and five-year olds or Kindergarten children are curious and questioning; the six-seven- and eight year olds, or Primary children, are curious and investigative; the nine-ten-and eleven-year olds, or Juniors, are more independent in thought and action; and the twelve-thirteen-and fourteen-year olds, or Intermediates, are characterized by diversified interests.

In the spiritual area the Kindergarten child is trustful, the Primary child is characterized by a growing awareness of God, the Junior manifests a marked interest in religion and the Intermediate is capable of deep religious experiences. There are many books available which deal with children's growth and development at the different age levels. Every teacher should read extensively in this area.

As an Individual

It is not enough, however, to know these general characteristics. We must know the children as individuals and plan for their needs. How are we to learn to know these children? We need to know the home situation. Many of us deal with children whose parents do not attend church. It is very important that we plan our lesson in such a way that they are able to accept the religious concepts without making them insecure in their everyday living. By that I mean that we must not expect them to build disloyalty to the home until they are able to do something that will give satisfaction and build security.

For instance in the Intermediate lesson in discussing the aim to grow as Christians in our church relations, one question requires the answer, "I became a Christian through holy baptism." A girl said, "Yes, but I am not baptized." Knowing this the teacher needs to plan carefully some definite attitudes to be developed. In larger Sunday schools, and where a teacher changes class every year, it becomes important to plan definitely to secure this information.

So we may conclude then that the previous teacher is the source to be used. A note of warning should be sounded here, and that is that the information we secure should not just be to indicate the bad behavior patterns that we are so prone to magnify. We need to secure positive rather than negative facts.

To Prevent Negative Behavior

A visit to the home becomes another source of information. Make it a very friendly visit early in the

year. There are two reasons for calling in the home early in the year. First, your lesson planning begins with the first Sunday. Then second, a home visit tends to build friendly relationships which will prevent much negative behavior.

A visit to the public school or playground gives another phase of the child's life. Do not hesitate to make use of these avenues. The child's leisure-time activity is important. This is not difficult to secure in informal friendly discussion. Again the procedure will be governed by the age of the group.

Stir and Kindle

Also in informal as well as in planned discussions the teacher has an excellent opportunity to analyze the ideals and attitudes of individual pupils. Again the home's ideas and attitudes are reflected in the child. And as the teacher deals with raising the standard or actually changing these ideals and attitudes, it takes skill and patience lest you build a barrier to further improvement.

If Father goes to the airport every Sunday morning to service or fly his plane, and fails to come to worship, or if he takes his son along and fails to return in time for the Sunday school hour you need to be ready to begin to build a change in attitude, and it is not easy to compete with the interest there is in an airplane. Lessons must be planned and activities initiated that will stir and kindle that desire to worship that lies within each individual, and that reaching out for the Divine.

Recall One's Childhood

Another way of learning to know pupils better and to recognize their personal traits as well as to understand better their needs and interests is recalling one's own childhood. This will help the teacher to know better how to create happy experiences, and also how to avoid making impressions which are harmful.

There are, of course, some dangers in this method. There is the danger of accepting one's own experiences as typical of others, and the danger of not recalling later thoughts and attitudes toward them. Some conclusions that might be drawn if we could adequately recall and interpret our own experiences no doubt would be: *more visual aids, more activity on part of pupils, and a happy relationship rather than a nagging one.*

To all the other ways of learning about human traits the use of the Bible and prayer must be added. Jesus relationship with His

disciples was very friendly and intimate. He knew their individual needs and was able to meet these needs. We cannot know our pupils as Jesus knew His disciples and the people He taught, but we can grow in that direction. We can be faithful in daily Bible reading and we can pray. We must pray for guidance and pray for our pupils as individuals.

The next article will deal with "Materials as a Factor in Lesson Planning."

By being in the presence of books . . .

. . . Says H. Mann

Children Learn to Read

By CARL TOWLEY

Instructor, School of Journalism, University of Minnesota
Gethsemane Church, Hopkins, Minn.

IT HAS been estimated that the average youngster in eight years of Sunday school attendance would have 208 hours of classroom instruction, providing he had perfect attendance each year Counting out some time for illness, family trips, and other reasons for nonattendance, plus time out for marking the roll and necessary class time for sundry purposes, perhaps the total actual instruction time would not run over 150 hours.

A Library

Obviously, the effective Sunday school instruction program must make use of more than the pupil-teacher contact during class time. Every means at the command of the modern teacher must be put to use. Certainly, not the least of these means should be the sources of information available to the student every day of the week. Reference, of course, is to books and reading, habits for which cannot be encouraged too early. The Sunday school that does not provide some opportunity for contact with good reading is overlooking a most effective teaching tool. A library and a library program, be it simple or extensive, is invaluable.

Few churches cannot find a small spot somewhere in the building where books can be kept, a

bookcase in the corner, a shelf in a cupboard. A simple card index can be used for checking books in and out, and a secretary or interested older person can be placed in charge.

A Book Drive

A book drive in the congregation can well be the means of starting the collection. Hardly a home that has not one or more books in good condition that can be given to the Sunday school library. However, do not let the library be a dumping ground. Do not accept a poor or unsuitable gift book any more than you would adulterated food for a church dinner. Simple *ex libris* labels can be used to acknowledge the donors. This helps also in preventing bad gifts.

Introducing the Library

Your library is now in business. If the number of books you have is equal to or greater than the number on your Sunday school roll, plan immediately to make a schedule that will allow for maximum use of the books. Allow fifteen minutes per class at the library. This will permit two and possibly three classes to visit each Sunday. Plan your schedule in rotation, give each teacher a copy, and see to it that the superintendent announces at a suitable time that, "Today such-and-such classes will visit the library." Make your time definite.

The library should be discussed thoroughly at a Sunday school teachers' meeting, the discussion preferably led by the librarian or a teacher that is sold on the worth of wide and extensive reading. The important thing to begin with is that students be encouraged to read. After that habit has been established, it can be channeled into the more desirable fields.

Money for Books

More elaborate library set-ups will operate similarly. No yearly Sunday school budget should be set up without something for the purchase of books, little though it may be to begin with. Properly approached, organizations in the church—Ladies Aid, Luther League, Brotherhood, Young Married Couples Club—can be induced to make gifts of new books or money for books to swell the circulation. Books as memorials will become increasingly frequent as the idea catches on.

Get Reading Interest

Somewhere along the way the point is reached where the library ceases to be only a Sunday school project and blossoms into a church

library. In no time, a check of the circulation will show it to be fully a third adult. Reading interest will bring support. Get reading interest and the biggest hurdle is past.

With adult participation comes the necessity for greater check-out service. One library has solved this by giving a rudimentary training to one person in each church organization. As these groups meet in the church parlors, that sub-librarian takes charge of checking out books before and after the meeting.

The Key Person

The key person in this whole activity, of course, is the librarian. On her, or his, willingness to serve, enthusiasm and personal love of books, is dependent the success of the project. Care in the designation of this person is as important as any decision the church board has to make. Fortunate indeed is the congregation that has someone who suggests a library for the Sunday school. Few people will do that without a genuine love and appreciation for books. Library skills, cataloging, checking in and out, etc., can be learned easily. Assistants among the members of the Bible class are readily available for the routine work. The librarian should be free to help and advise patrons, big and little, as classes or individuals come for books.

A Book Committee

Books can be chosen and bought in a variety of ways and places. Certainly there should be a book committee made up of the librarian and several teachers. Some congregation member in professional library work would make a good addition to such a committee. As the library outgrows its purely Sunday school function, the committee should have congregational status. In few instances should any great amount of money be spent for book purchases without a review of the titles by this committee. Smaller amounts should be left to the discretion of the librarian.

Book Clubs

Our church publication houses sponsor book clubs that are excellent. Certainly the library will wish to join one of those. Countless fine titles will be found in their book catalogs. Book-of-the-Month Club membership, with careful scrutiny of titles and choosing, is advantageous. You will want selections of adult books from many sources that are readily available to libraries. Choose

wisely, broadly and well, remembering the fact that because yours is a church and Sunday school library, you have an additional responsibility, to point reading tastes upward, to provide honest information and wholesome entertainment, to emphasize moral and spiritual values in living. Choose fiction and non-fiction, have good balance among children's, adolescent's and adult reading. Make your library facilities available as much of the time as possible.

Your library is a teaching tool for the Sunday school. It is another point of congregational contact. It is a worthy project for members' efforts. Few things will pay off so well.

About Our Confirmed Youth

By OTTO C. SCHUETZE
Pastor, Christ Lutheran Church, Bethesda, Maryland

LET it be said from the start that whatever sins are confessed in the following lines are ours and not necessarily yours: that the challenge we hope to discuss would appear to be yours no less than ours; and that the answer to the challenge is at this point only on paper, but is about to be applied in practice at least with us.

A Milestone

Though perhaps no longer universally true, we can nevertheless make the statement that among Lutherans confirmation and preparation for it are held in high regard. The rite of confirmation is considered a definite milestone in the life of a boy or girl. The confirmand becomes a communicant church member, and as far as the Sunday school is concerned, confirmation marks the graduation from the Intermediate to the Senior or High School Department.

A Focal Point

Going a step farther, we generally also take confirmation as the point at which our youth become eligible for participation in the Luther League program. While we recognize all this, calling it right and good, we wonder whether we are making of confirmation enough of a focal point for our youth, whether we are utilizing to the fullest extent the

potentialities offered by the confirmation classes and the rite itself.

What Happens

Let us take a look at what happens in the ordinary congregation. A class of young people is confirmed. At the next promotion they become members of the Senior Class. In that class they find themselves with young people a year or several years their seniors. They are not accepted as equals and soon feel themselves inferior. At the other end of the line the older members of the class find themselves unhappy over the intrusion of the younger people. Almost inevitably they begin to drop away at both ends, and by the end of the year your group is no larger than it was before the promotion brought a new group into the class.

L. L. Not Different

The situation in the Luther League is not vastly different. There is evidence aplenty for the assertion that it is most difficult to feed younger people into a League of older youth, even if the difference in age is only a year or two. Furthermore, it has been our experience that Luther Leagues are successful only insofar as we have solid cliques, groups of boys and girls who are congenial to one another. They will work well together and stick together for years. This same fact makes it difficult for younger people to break into the group and be accepted as equals.

Building on Group Spirit

All the time we have been developing a group spirit among the boys and girls of the confirmation classes. They have come together every week over a period of a year or two. They have had many experiences in common culminating in the experience of confirmation itself. What would seem more natural than to use the group spirit thus developed in connection with the Sunday school and the Luther League program. That is exactly what we plan to do, starting now.

Teachers Are Advisors

It was our privilege on Pentecost Sunday to confirm a class of eighteen, ten boys and eight girls. Rather than promote these eighteen young people into the existing senior class, we plan to keep them intact as a class. They will elect officers, they will choose a name for their group. We plan to have two teachers, a man and wife. These teachers will at the same time be their Luther League advisers, because the class, being organized, will also be a youth group in its own right, a group we will

try to lead into the full Luther League program.

Nor will we stop there. We plan to proceed in the same manner with the next confirmation class, and with the junior confirmation class. They will both be organized, will constitute distinct Sunday school classes, and will also be youth groups in their own right.

Wider Fellowship

The advantages of the plan are intriguing to contemplate. It will be possible to capitalize on the group spirit as already mentioned. Sunday school work can be integrated with the catechetical instruction, and the growing social sense of these young people can be guided in connection with the Luther League program. It must be added that it is our plan to have periodic meetings of all the separate youth groups on Sunday evenings so that they will not lose the sense of being part of a program that is far more extensive than their own little group.

Co-operation Anticipated

We feel confident that our young people as well as their parents will give this plan their heartiest support. In making a small beginning with this year's class just before the vacation season, we had wonderful co-operation from the parents. In our post-confirmation counseling with the confirmands one of the boys actually suggested something of this sort. Others had mentioned it at home.

Nor are we blind to the difficulties. One of them is the ever-present problem of space. Where can we find enough rooms to accommodate all these separate groups? The fact that we should have this problem would seem to mean that at the moment we are able to make our accommodations serve only because we do have a large falling away of the confirmed youth out of the Sunday school. There must be a way to take care of the situation lest we find ourselves in the position of actually welcoming the departure of the youth from the Sunday school.

A High Prize

We need not mention further difficulties. Chances are that you can think up several that would not obtain in our situation. But we believe we have a challenge here. The prize is high, the continued loyalty of our confirmed youth to the Sunday school and the church, the possibility of making the youth program of the church more effective for more young people. We believe it is worth an honest, consecrated, prayerful try.

Keep Youth Living

By MARCUS RIEKE
Youth Director, American Lutheran Church

OF ALL the music that has become a vital part of our leadership training schools, Bible camps, rallies and conventions, *Living for Jesus* has become one of the favorites of almost hit-parade stature. There is something about that song that catches the spirit of youth. Youth like it, youth leap at the opportunity to really *live* while they exist as Christian.

The young people of our church, like nearly all young people the world over, are really *alive*. And they are, or can be, alive in Christ. What a noble spirit theirs becomes, that active, vital spirit of the newly-confirmed young person. They are ready to win battles for Christ! They know what sin is, and, oh, how they know what grace is! They have tasted the cup of salvation!

The Terrible Teens

But the young person of today is confirmed just as he enters those terrible teens. Something happens. His childish imagination is sidetracked into every imaginable channel, and his newly acquired and unpredictable cynicism begins to tear down anything that smacks of dullness. He wants adventure.

What he terms "adventure" may appear to be foolishness to some, but he sets his goals and follows them with the determination of a cat in quest of a mouse.

Surely, it is the devil at work. You and I know that Satan enters the stage in all of his dramatic glory just when a young person enters his teens. He savagely attacks youth. He knocks down that limited series of Bible passages on youth's lips. He makes sleep seem a bit more necessary on Sunday morning.

False Freedom

Satan cries, "You want to be free, don't you!" and the youth is tempted to answer the call of a false freedom to sleep on Sunday morning. The devil introduces morbid and unwholesome thoughts about sex, and if careful instruction has not come from the home or church on this subject, then the evil one tempts youth to play with sex, and believe such playing is adventure. Satan beckons the young man to the economic ministry in which cash in the pocket counterbalances discontent in the heart.

Ripe for Conquest

And so youth, in quest of adventure, meets adventure with the devil. By the time he reaches the age of sixteen, he has set up a great many standards. His habits are shaped more definitely and his goals are a little clearer. He is full of life. Whether bookworm or football star, or both, he seeks to remain *alive* in everything he does. He is what the Europeans call "an activist." And he is ripe for conquest. Either Christ or Satan can have him, both want him.

"Hold on to Christ!"

A few years ago, Bishop Assmussen of Germany addressed American youth with a plea: "Youth of America, hold on to Christ! There is nothing else." He was not talking to youth alone. He was addressing the parents and the teachers and the pastors. He was challenging all who shape and share youth's destiny.

Amid all these temptations to adventure, youth must see the adventure in living with Christ. Youth must be able to see the world through the eyes of Christ. Youth must think with the mind of Christ. And that is adventurous. You and I know that. But how can youth see and think in the Jesus way unless he learns that way, knows that way and believes that way?

Twofold Responsibility

No greater challenge faces the Sunday schools of America than this, that they keep youth living for Christ! Naturally, this does not mean that grade-school pupils alone are the dominion of Sunday schools. It means that high school students are the ripe grain for those Sunday morning sessions, ready for the harvest of the Lord and His service.

According to the preliminary document prepared by the Commission on Students and Youth of the Lutheran World Federation for the 1952 Hannover Assembly, "The church has a twofold responsibility in the equipping of its young people for their world: to bring the Word to bear upon all problems and areas of living, and to deliver it to the young people who constitute its future."

Services and Meetings Not Enough

That responsibility of the church is also the responsibility of the Sunday school. Amid all the cries for youth's allegiance, the voice of Christ must be heard through the Sunday school. The Word must be heard, and it will not be heard

through worship services alone, or through the discussions at Luther League meetings alone. The Word will be heard again and effectually when it is proclaimed by consecrated teachers in classroom situations. The spiritual knowledge gained in catechetical instruction must be increased. Youth must "grow in grace and in the knowledge of our Lord and Saviour, Jesus Christ." The intellectual and social foes of Christ must be put down on a basis of what we learn in the "manual of arms of the Christian army," the Bible.

Youths Language

The church and her Sunday school must proclaim the Word clearly, vitally. They must interpret that Word, they must apply that Word to the lives of the church's youth. The church must understand youth and help them find Jesus' answers, and thus spiritual and mental strength through the Bible. The church must do these things because it loves its youth and it needs its youth. Moreover, such is Christ's command: "Feed my lambs."

The task of the teacher of youth is no small one. Teaching would-be adventurers implies that the teacher must like adventure and must be just as bent upon living vitally as is the youth he teaches. Those things that interest young people must also be of interest to their teachers. Maybe it will take some effort for a mature adult to appreciate the importance of the social scheme in which youth resides and which youth respects with a legalistic affection, but it is worth it if youth will gain from that understanding. Maybe it is hard for a teacher to use baseball terminology, but if that is the language of youth, then the teacher must understand it, too.

The True Golden Age

All of life should be a golden age, but we must admit that the middle teens are the true golden age of life. How can anything but vital living come out of that strange mixture of the quest for adventure and the feeling of security within the home?

But the golden age usually ends early. Soon home becomes "back home," and the church becomes "my home church." Families separate as youth becomes adult. If youth is not caught for Christ before this time, the greatest possibility is that it will never be caught. If youth is not taught what real living is, he will exist only as an animal among animals.

Let us face it. We can do better. Let us not fail youth. We may have neglected our opportunities. We may not always have seen the needs of youth. We should sorrow in our failure, but we should never stop striving.

It is up to those of us who are parents, youth leaders, pastors, and teachers to keep youth living vitally Christian lives. They must be *living for Jesus.*

A Program for Reformation Day in the Sunday School

Open Bible on Table or Altar

Hymn: "Thy Word Is Like a Garden, Lord."

Leader: Today we are celebrating a great church festival. A festival helps us remember important things that have happened. The festival today is called Reformation Day. It is to help us remember an important change that was once made. I want to tell you about it.

A long time ago people did not have Bibles of their own to read and study. One reason was that the Bible was not written in the language they could understand. The Bible was like a book that is closed. (Close Bible on table.) People could not read about the heavenly Father and His Son, Jesus, the Saviour.

Then one day in a little town in Germany a baby boy was born. His parents named him Martin Luther. When he grew up he became a great teacher and preacher. How he loved to teach the Word of God. But it made him very sad that girls and boys, fathers and mothers could not read the Bible.

"This must be changed," he said. "I will write the Bible in our own German language so everyone can read and understand it."

But translating the Bible from one language to another is hard work. Dr. Luther and his friends worked and worked. At last it was finished. The whole Bible had been written in German.

A friend of Luther's who had just invented a printing press began to print the German Bibles. Soon all over Germany, people who were able to, were buying Bibles so they could read and study God's Word. People from other

countries came to see Dr. Luther. They wanted to translate the Bible into their language, too.

How happy Dr. Luther was. He wrote a catechism so parents and children could better study God's Word. He wrote songs so people could sing about God's love. He was helping to make the Bible an open book which everyone could use.

Let us open our Bibles and read something Dr. Luther liked to read. *(Open Bible on table.)* We will sing one of the songs he wrote.

Responsive Reading or in Unison: Psalm 46

Hymn: "A Mighty Fortress Is Our God."

Prayer of Thanksgiving:

Heavenly Father, we thank Thee for Thy Holy Word, the Bible. We thank Thee for Thy great love for us that Thou didst give Thy Son, Jesus, to be our Saviour. We thank Thee for great leaders like Dr. Luther who have worked that all people may read and study Thy Word. Help us that we may regularly read and learn Thy Word, and give us Thy Spirit that we may better understand and do Thy Will. In Jesus' name we pray. AMEN.

NOTE: The above suggested outline may be used when the entire school meets as one group. If the school meets by departments adaptations should be made to suit the age group. There are many reference books available from which the leader may choose suitable material. It would be well to have on display reading books on the life of Luther for the various age groups. See your publishing house catalog.

News and Views

By JOHN HILTNER
Waverly, Iowa

Big Business

There are 437,000 Sunday schools embracing 40 million pupils and teachers in 144 countries in the world. Would you like to take a trip around the world and meet some of these 437,000 Sunday schools? You can do so by ordering the filmstrip, "The Sunday School Around the World," from your visual aids dealer. See a group of boys in India riding to church in an ox cart, a men's class meeting under the open sky in the heart of Africa, a class in Burma dramatizing a Bible story.

Is It True?

"You Lutherans do put out some fine Sunday school books," remarked a gold-braid general of the Salvation Army. "One thing that I have noticed is that every lesson in your material always goes back to the Bible." Is this true of *your* books? Some Lutheran Sunday schools are using strange material.

"Sunday Schools Don't Teach" is the title of an article in the *Atlantic Monthly,* December 1950. Let our leaders read it, and tell us what they think of it. This column may well serve as a Question Box.

"Eighty-seven per cent of all Sunday school teachers fall below the lowest standards which are accepted by the state for rural school teachers," says C. H. BENSON, in *The Sunday School in Action.* Is this true of Lutheran teachers? Wanted: Reactions!

More Odd Places

Speaking of classrooms: Is there another class meeting in the chapel of a funeral home? The writer knows of one. Perhaps there are others. A mission church in South Dallas, Texas, has converted the garage on the church property into an educational unit. But of all places, a pastor informs me that a class of juniors is using his bedroom as a meeting place. I cannot give his name and address. He is still single, and I do not want him to get too many letters from sympathetic souls.

Something Else Grows in Brooklyn

A Sunday school parade has been an annual event in Brooklyn for many years. It is estimated that 100,000 children take part regularly. If the Communists were running our Sunday schools they would line them up by the millions for parades in every city.

Upon the First Sunday

The Sunday school of St. Peter's, Arenzville, Illinois, gives its entire offering on the first Sunday of the month to *Lutheran World Action.* No wonder this congregation has reached 115% of its quota for this year already.

Bible Classes

The Adult Education Bulletin of the Missouri Synod reports 5,390 Bible classes in 3,040 congregations. Do we have Sunday schools with more than one Bible class? Who has more than two? What is the percentage of adults enrolled in your school? Or do they belong to the "Absentist" group? *(Readers, please write Dr. Hiltner. Ed.)*

The Largest Denomination

"Does your daddy belong to any church?" the Sunday school teacher asked a little boy. "Oh, yes," the little boy said. "He belongs to the Seventh Day Absentists." How large is this "department" in your Sunday school? What is your record in perfect attendance? Let us hear from our schools.

Bible Book-of-the-Month Club

The Church of the Good Shepherd, Burlingame, Calif., has organized a Bible Book-of-the-Month Club. After reading a designated book of the Bible, the members gather at a special midweek service to discuss their book. How many clubs of this sort do we have in our churches?

A Living Audio-Visual

By AMOS LUNDQUIST

NOWADAYS we make much of audio-visual, and rightly so. Movies, filmstrips, slides, or pictures reflected on a screen, provide an invaluable assistance to the teacher of the Word of God. But there is still another feature of audio-visual which is often forgotten, namely the teacher himself, or herself, as the case may be.

Do We Mean It?

When we teach, if our pupils are paying proper attention, they are watching us, and listening to us. Is the sound satisfactory? Too loud? Not loud enough? Is the picture in sharp focus?

Beyond any words which we try to say, our boys and girls are keen to observe whether we really mean what we say. They can sense whether we are speaking out of personal experience, or whether we are letting so many words pass over our lips without permitting them to affect our own lives. Beyond any words we want to say there is something else audible to the hearts of our listeners. Sincerity, honesty with ourselves and with God, conviction, trusting faith, praise to God, all these are more or less "heard" as we try to bring our message.

Live the Lesson

Beyond any picture in the life of Christ, or whoever the lesson may be about, which we are trying to "show" to our class, our pupils are also watching us. In our eyes, in

the purse of our lips, in the determination of our hands, in the ease of our facial expression, in the attitude of our entire body, our pupils see something more than just the Bible picture we are trying to illustrate.

In other words we want to *live* or experience the lesson in our own lives before we try to share it with our young friends. They can tell, beyond the sense of hearing and sight, whether we are personally convinced of the truthfulness and the efficacy of what we are trying to teach them.

Adoniram Judson

Doubt breeds doubt. But faith kindles faith. Conviction convinces. Obedience stirs up obedience. Consecration echoes back as many consecrations. Love arouses love. Joy stimulates joy. Hope generates hope. Patience reproduces patience. Praise comes back praise a hundred fold.

Something of what we mean we adapt from a story in *The Bond*: Many years ago, when the great missionary, Adoniram Judson, was home on furlough, he passed through Stonington, Conn. In those days, the Stonington Line was the principal route between New England and New York, and the boys of the town often played about the wharves in the evening in the hope of catching a glimpse of some famous man.

One evening, one of the boys noticed a man whose appearance excited his curiosity and wonder. Never before had he seen such a light on any human face. Presently, it dawned on him that the man was the famous missionary whose picture he had once seen. He ran up the street to the minister's to ask if it could really be he. The minister hurried back with him. Yes, the boy was right. But the minister, absorbed in conversation with the missionary, forgot all about the boy who had brought him the news. The boy, silent, eager, unable to tear himself away, stood by and watched that wonderful face.

The Shining Face

Many years afterward, that boy, Henry Clay Trumbull, became a famous minister himself and editor of *The Sunday School Times*. He wrote a book of memories in which was a chapter entitled, "What a Boy Saw in the Face of Adoniram Judson." Doctor Trumbull, too, has passed away, but the light in the missionary's face still shines down the years.

The shining face is no mystery. Centuries ago, the Psalmist knew

the secret, and wrote, "They looked to him and were radiant." It comes to those whose faces are always turned toward God as a flower turns toward the light.

It was said at the time of the Boxer Rebellion that Chinese Christians could not be disguised, the light in their faces betrayed them.

What kind of "picture" do we present to the members of our class? Bright, clear, effective? Is the "sound" sincere and easily understandable? Is the whole presentation spiritually convincing? When the lesson is over are we like the blank, white movie screen, or does something of the glory of the God remain glowing in us.

Book Review

Building Better Bible Classes. By Oscar E. Feucht. Concordia Publishing House. 1951. 75 cents.

Rev. Feucht is secretary of Adult Education of the Lutheran Church—Missouri Synod. Under his capable and energetic leadership a program of adult education on the congregational level, mostly by Bible classes, is making great strides in that synod.

In this, his most recent manual, Pastor Feucht addresses himself with his usual vigor and enthusiasm to the subject of building better Bible classes. He offers five chapters on better teaching, two on better teacher training, two on better enlistment, and three on better organization.

Naturally Secretary Feucht promotes the adult education program of his synod. Nevertheless any person who is interested, or holds responsibility in adult education in the local parish, may profit greatly from this fervent presentation.

In a day when adult education is still gaining in popularity the church ought to be the very first to grasp this opportunity to instruct its adult membership in the life-giving, life-guiding Word of God. We seem to overlook that in the Bible and in the teaching ministry of Jesus, God addresses Himself to the adults. Only as adults are well instructed in the Word will the young be, also.

C. E. Linder.

The Teacher's Important Place

From page 5

teaches that faith may be kindled and nurtured, that his pupils may know the only true God and Jesus Christ whom He has sent. He will pray that they may continue in the things they have learned and been assured of, that they may fight the good fight of faith, finish well their course, and by grace obtain the crown of everlasting life.

Yes, a church-school teacher is a very important person, indeed. And this will ever be the language of his soul:

A charge to keep I have,
A God to glorify;
A never-dying soul to save,
And fit it for the sky.

To serve the coming age,
My calling to fulfill;
O may it all my powers engage
To do my Father's will.

Helps for Teachers of Beginners

By ERNESTINE SANDEN

(Conclusion)

LESSON 2

Jesus Helps Us to Do Things

I. and II. *The Bible Material Used in the Lesson* and *The Aims:* See Guide page 17.

III. *The Lesson:*

1. *The Presession Period.* Use the same interest centers as planned for Lesson 1 with the same teachers in charge of each. Bring in the thought of the aims as you work with the children at each center: being friendly, helpful, and willing to share. Much of the same activity can be carried on as last Sunday because the group at each center will probably change.
2. *Preparation for Worship and the Worship.* (Around the piano.)
   a. Songs. Plan a few review songs. See "Song and Recall" Guide page 19. Teach the first stanza of "Jesus, Friend of Little Children." All the teachers will please join in until the children can carry the singing themselves.
   b. Bible Verses. Use birthday verses and review those learned in Lesson 1.
   c. Prayer. See the suggestion at the top of page 19 in the Guide. Use this with the unison verse introduced in Lesson 1.
   d. Offering. Use the same procedure and prayer as planned for Lesson 1.

Move to the worship center for the worship when plan is complete.

3. *The Bible Story.*
   a. The story wil be motivated at the worship center by showing the children the model of our church made by one of the Boy Scouts. Talk about its furnishings briefly. Tell the children that their teachers will tell them about a little boy who helped the pastor in a very beautiful church. The children will sing "Very Quietly I Will Walk" as they move to class.
   b. The Bible story, Samuel 1:1-2, 26. See the leaflet and "For the Children" page 17 in the Guide. Also reread "Getting Ready for the Story" on page 19 in the Guide.
4. *The Bible Verse.* Psalm 95: 1. Lead into this verse from the Bible story by talking about how happy Samuel must have been in the church. Tell them that the Bible verse for their lesson says, "O come, let us sing unto the Lord." Drill this verse by letting the children read it from your Bible open to Psalm 95:1. Do this in unison. Then let volunteers hold your Bible and read the verse. (Of course none will really read.)
5. *Applying the Bible Lesson.*
   a. Review the Bible story using the picture on the first inside page of the leaflet. See "Activities," page 20 in the Guide, for good suggestions.
   b. Help the class arrange a bouquet of fall flowers for the sanctuary. Make plans so the arrangement will be beautiful and *be sure to bring the flowers.* Take your class to the sanctuary to place the bouquet. Helen will help each teacher with her class so we will take turns in going.
6. *The Closing Prayer.* Return to the department room for this prayer. See page 20 in the Guide for suggestions.

Lesson 3

Jesus Helps Us to Obey

I. and II. *Bible Material Used in the Lesson* and *The Aims:* See page 21 in Guide.

III. *The Lesson:*

1. *Presession Period.* The same teachers will be in charge of the unit interest centers. Put the emphasis on family preparation for church and the

family going to church together. The worship center picture will be "Jesus in the Temple at Twelve."

2. *Preparation for Worship and the Worship.* (Around the piano.)
   a. Songs. Include "Jesus, Friend of Little Children," learned in Lesson 2, and "We're Glad Today," using "for our church" in the verse. Other familiar and related songs may be suggested by the children.
   b. Bible Verses. Review those learned in Lessons 1 and 2. Use birthday verses.
   c. Prayer. Get prayer suggestions from the children about their home and church.
   d. Offering. See "Offering," page 23 in the Guide, for good suggestions for tying it into the unit. Plan same procedure and prayer.

Move to the worship center for the worship.

3. *The Bible Story.*
   a. Helen will motivate by using the worship center picture before the children begin to sing their song for passing to classes.
   b. The story is from Luke 2:40-52. See the leaflet version, but tell the story in your own words. Study "Getting Ready for the Story," page 23 in the Guide. "How Bible Children Lived," a coloring book by Vera Kennedy Gohman, will be provided for ecah teacher to use in introducing the Bible story. Color the pictures which you plan to show the children beforehand so they will be more vivid.

4. *The Bible Verses.* These will come from the Bible story very naturally. Drill these by using pictures of children doing what is "right and good." Talk about each picture and repeat the Bible verses as often as possible. Three or four will be plenty. Find them in old leaflets and magazines.

5. *Applying the Bible Lesson.*
   a. Retell the Bible story using the leaflet picture. Discuss the complete leaflet with the class.
   b. Talk about the picture for coloring on page 4 of leaflet. Let the children color it if there is time, otherwise suggest that they do that at home.

c. Help the children to mount a picture of our church cut from the bulletins used each Sunday. Let them put in a bright cord hanger. The children will take this home.

6. *The Closing Prayer.* Thank God for our church and ask His help to obey our parents.

Lesson 4

Jesus Wants Us to Be Helpful

I. and II. *Bible Material Used in the Lesson* and *The Aims:* See page 25 in Guide.

III. *The Lesson:*

1. *Presession Period.* Keep Aim 2 in mind as you lead your interest center group. Read "The Child's Experience," page 25 in Guide. How does Jesus want us to use these books, blocks, housekeeping toys, etc. The worship center picture will be "Jesus and the Fishermen."

2. *Preparation for Worship and the Worship Itself.* Plan the worship around the Bible stories and Bible verses of the unit. See "Worship," page 26 in Guide. Have the large pictures used in each lesson to guide the review of each story. Let the children suggest songs and Bible verses for Lessons 1, 2, and 3. Use the offering procedure as before.

3. *The Bible Story.*
   a. Helen will motivate at the close of the worship by referring to the large picture, "Jesus and the Fishermen."
   b. The story is from Luke 5: 1-11. See "Getting Ready for the Story," page 27 in the Guide, and the Leaflet story. Prepare this to tell in your own words.

4. *The Bible Verses* can be introduced directly from the Bible story of the fishermen whom Jesus guided to catch so many fish. "He will guide you" in the things you should do if you ask Him. Jesus wants us to be helpful and He will help us to "learn to do well." Drill these two verses with the "I Open My Bible Book and Read" action verse.

5. *Applying the Bible Lesson.*
   a. Retell the Bible story by making a colored chalk drawing on a large sheet of white paper. If you are not sure of yourself when it comes to drawing, make light pencil lines beforehand for the distant hills, the lake, and the shore. Put in

the two boats with a full net of fish between them. Have a cut-out picture of Jesus to paste on the shore. See the picture on the first inside page of the leaflet for an idea.

b. Review the lesson using the leaflet beginning with the cover picture. Review the Bible verses whenever they can be fitted in. See "Activities," page 28 in Guide, for ideas.

c. In connection with the Bible verse, "Learn to do well," help the children to put the opening time of church school in the clock on page 4 of the leaflet.

6. *The Closing Prayer.* Ask Jesus to help us to be helpful at home and at church. Let the children take part in this prayer.

We all want to heartily recommend this method of group unit preparation. Besides having the joy of really being prepared to teach each Sunday, we have sensed an even greater value. We are demonstrating to the children the unity which should be in the work of the church. Each of us is sharing with and helping other teachers to do the very best they can in their teaching. Each child is benefiting by the special talents of each teacher who works in the department. We have personally grown in our Christian experience through this sharing. None of us would vote to go back to individual planning again.

Helps for Teachers of Juniors

By ERNESTINE SANDEN

(Conclusion)

Use of Supervised Bible Study

Each of these lessons has one or more Bible study exercises. Work with the class on these according to the following suggestions:

In Lessons 1, 2, and 3, these exercises are to be written out by the children after a study of an assigned Scripture passage. Read the Bible passage orally with the class and fully discuss its meaning in the light of the questions they are to answer. Use the blackboard or a large sheet of paper and list the main thoughts gleaned during this discussion. Then give the class pencils and let them formulate their own answers.

2. In Lessons 4 and 5, the Juniors will need guidance in finding the references in the Bible. Work with the class and *do not* teach

them to use the Table of Contents in the Bible. Instead use Genesis, Psalms, and the Gospels as keys to locating the other books. Ecclesiastes, Ezekiel, Proverbs, and Jeremiah are best found by first locating Psalms in the very center of most Bibles. Joshua and Judges are quickly found by first turning to Genesis. Matthew is the first book in the New Testament. Find Ephesians by turning to Matthew and the Gospels through Acts, Romans, 1 and 2 Corinthians, and Galatians. This will take a little time at first, but our class will soon be at home in both the Old and New Testament. *Be sure to practice* before each lesson so the youngsters do not put us too much to shame.

NOTE: In the first four lessons, the supervised Bible study follows the Bible hero story and is part of the application of that story to life. In Lesson 5 it is used both to introduce the Bible story and to summarize it. See "What Is Greater" and "Who Is Wisest," pages 27-28, and "Two Rules," page 32.

Use of Memory Work
Bible Passages and Catechism

We note from the Memory Work Chart on page 4 of the Study Book and Selections from the Catechism on page 77 that these actually summarize the thought content of each lesson. How shall we use these to best advantage?

1. Introduce and discuss the meaning in the light of the Bible story thought of the lesson.

2. Use them in the closing worship with the class or department.

3. Assign them to be memorized during the week. Arrange to check this memory work during the presession time each Sunday. Keep a record of each child's achievement in this memory work and give due recognition for a good record at the close of the unit. We realize that success in getting this memory work done depends upon us. We must never give an unreasonable assignment and we must never fail to check it each Sunday.

Use of Maps and Pictures

In addition to the maps in the Study Book, pages 80-83, we plan to make a large map on wrapping paper of the entire Near Eastern area. We will use it each Sunday so our class can get a better understanding of the relative location of the countries, rivers, and seas. A good map to pattern this after is found on the inside cover of Nordgren's "A Bible History."

Whenever we can find a good picture of any of these Bible hero stories or scenes which illustrate the application to life, we will use them in our class. The Old Testament Bible Picture Charts have some of these stories.

Use of Application Activity and Home Work

The Unit Activity is a *Conqueror's Scrapbook* described on page 9 of the Teacher's Guide. Because our class period is too short to work on this in class we will do the following:

1. Prepare the blank scrapbook to present to the class in the first lesson.

2. Assign a contribution for the scrapbook as a part of each week's home work.

3. Let the pupils work on it during the presession each Sunday.

4. Let individual members of the class take it home to work on during the week.

A Home Work Assignment Notebook will be ready for each pupil the first Sunday. The assignment for each Sunday will probably contain the following:

1. Memory Work.

2. Unfinished exercises in the Study Book.

3. Assignment for the Conqueror's Scrapbook.

4. Suggestions for a family worship to be led by the pupil during the week.

NOTE: We must remember not to give an assignment on the new lesson. Assignments should be made on the lesson introduced and studied in class each Sunday.

Use of Worship

"Methods for Workers with Juniors" gives some excellent suggestions for the Junior worship. As we have become more and more vitally interested in our work as a Junior leader we have come to realize:

1. That our Juniors should be planning and actively participating in their own class or departmental worship each Sunday.

2. That they should be guided to plan their worship on the lesson theme each Sunday.

3. That this worship fits best at the close of the class period as a climax summary of the lesson in song, Scripture reading, prayer, and offering.

4. That this worship need not be lengthy to be effective. In fact a brief worship coming from the hearts of the Juniors, because they have been prepared for it during the class period, is far to be preferred.

5. If worship together with the

whole Junior department is not possible we shall set aside five minutes at the close of our class period in which our class will worship our Lord with the thought of the lesson just studied in mind.

6. We will seek to get a worship suggestion into the home each week using a hymn, Scripture passages, and prayer from the lesson studied. (See Home Work in this outline.)

Materials Needed for the Teaching of This Unit

For each pupil:

A Study Book, Junior II, First Quarter. (Have extra copies for visitors and forgetters.)

A Complete Bible.

A pencil.

A homework assignment notebook.

A Junior Hymnal for preparing worship.

For the entire class use:

Large map of the Near East, drawn on wrapping paper.

Memory work charts, prepared for each lesson.

Unit scrapbook: *Conqueror's Scrapbook,* prepared for 1st lesson.

Pictures, both large and small related to the lessons in the unit.

Blackboard or large sheets of paper on which to write questions and outlines for various lessons.

Old Testament Bible Story books. "A Bible History," by Nordgren. "The Golden Bible."

A notebook for recording the classes memory work achievement.

Plan for Lesson 1

A Great General

Biblical Basis: Joshua 1:1 through chapter 7 and chapter 24. Exodus 20:1-2.

Aims for the Lesson: See page 10 in the Teacher's Guide.

Presession: As the class begins to arrive at the church call their attention to two large pictures, "Joshua Chosen Leader" and "Crossing the Jordan," both from Old Testament Bible Picture Charts. Invite them to find out about this great general in the following: Study Book, pages 6-9; "A Bible History" by Nordgren, pages 59-60; and "The Golden Bible," pages 70-73.

The Class Period

1. Connect the story of Joshua with the chronological story of the Hebrews by using the large outline map of the Near East. Begin with the Garden of Eden, between the Tigris and Euphrates Rivers, and continue through Hebrew history to Joshua. Do this quickly.

2. Let the class tell the story of Joshua which they have read in the presession. This is the *Heroic Bible Story* for this lesson.

3. Use Joshua 1:6-9 as a *Supervised Bible Study*. List the answers to the question in the exercise on page 10 in the Study Book as found in this Scripture passage on the blackboard. Then let the class do their own work in their Study Books.

4. *Memory Work*. Joshua 1:9 and the 1st Commandment with its meaning naturally follows the supervised Bible study. Give Joshua 1:9 as a study assignment to pupils as they complete their work in the Study Book. When all have finished, discuss the meaning of the 1st Commandment (page 78) in connection with "Read and Learn" page 10 of Study Book.

5. From this discussion lead into *A Prayer* exercise on page 10. Let each child compose his own prayer with individual help with spelling when needed. Have *Junior Hymnals* ready to give those who finish early. Suggest that they find a hymn which fits into the thought of the lesson. If time is short give them 263, "Dare to Be Brave, Dare to Be True," to read.

6. Plan a *Worship* on the lesson theme with the class. In guiding the class suggest some of the following:

Scripture Readings: Joshua 1:9 and Exodus 20:1-2.
Silent Prayer for courage. The one written in Study Book.
The Lord's Prayer.
Hymn, "Dare to Be Brave, Dare to Be True." *Junior Hymnal,* 263:1-2.
Offering and Prayer.

7. *Home Work Assignment* as follows: (Written into assignment books).

Show "Conqueror's Scrapbook," discuss briefly, and make an assignment for it.
Memory Work: Joshua 1:9. 1st Commandment and Meaning (Study Book page 78).
Family Worship suggestion. Give the worship as planned for this.

8. Use the *Worship* as planned to close the session. If the song cannot be sung read it in unison.

Materials Needed to Carry Out This Lesson Plan

Bibles, Study Books, assignment notebooks and pencils for each pupil, also *Junior Hymnals*.

Large pictures from the life of Joshua.

"A Bible History" by Nordgren.

"The Golden Bible."

Outline map of the Near East. (Teacher prepared.)

Unit Class Book, "Conqueror's Scrapbook." (Teacher prepared.)